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ABSTRACT

These materials illustrate the ideas presented in the "Guide for Foreign Languages in Utah." Learning activities, materials, and evaluation procedures have been written to help the language teacher who has never had a methods course, as well as the experienced teacher who is searching for new ideas. The materials begin with a basic unit similar to those found in a methods textbook, but the main part of the unit is outlined with detailed instructions as to what the teacher must do to help the student develop the language skills described in the unit objectives. Model lessons in elementary, intermediate, and advanced placement German are presented as a means of illustrating practical applications of teaching goals and techniques outlined in the Utah curriculum. The lesson plans present the instructional objective, the lesson content, and the methodology as well as cross references to the course of study. In addition to the model lessons, a special resource section is included to help teachers prepare to teach an advanced placement class in German language or literature. (Author/JB)

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RESOURCE FILE FOR GERMAN INSTRUCTION IN UTAH
BEGINNING, INTERMEDIATE, AND ADVANCED

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INTRODUCTION

The materials in this document illustrate the ideas presented in The Guide for Foreign Languages in Utah. Learning activities, materials, and evaluation procedures have been written for several of the instructional objectives in the "Guide." The materials have been written to help the language teacher who has never had a methods course, as well as the experienced teacher who is searching for new ideas. The materials begin with a basic unit similar to those found in a methods textbook, but the main part of the unit is outlined with detailed instruction given as to what the teacher must do to help the student develop the language skills described in the objectives of the unit.

Some of the finest teachers and professors of methodology in Utah have written the "Guide" and the materials found in this Resource File. They have described in this document, and they can illustrate in their classrooms, that these methods bring favorable results. It is not an easy or simple task to teach foreign languages. Please follow the suggestions that are given in these materials for a successful introduction to teaching a language other than English. Knowledge of the language, planning, work, persistence, and love of students are basic ingredients.

It is recommended that school districts expand this Resource File by getting groups of teachers together to share information and write additional materials that will help teachers to improve their skills. In this way, students will be able to more thoroughly acquire greater knowledge and ability to use other languages. It would be of service to others if you would share these materials with the Utah State Office of Education as they are developed.

Best wishes for outstanding success in your teaching.

MODEL LESSONS IN BEGINNING GERMAN

These model lessons will refer to the goals in the Course of Study For Foreign Languages in Utah, Beginning Level, by numbers listed on pages 4-9. The following lessons will be presented:

- I. DIALOG/BASIC SENTENCES
 - A. PRESENTATION OF NEW VOCABULARY
 - B. REPETITION OF DIALOG LINES USING VISUAL CUES
 - C. DRAMATIZATION OF DIALOG
 - D. EXPANSION OF DIALOG
 - E. SUPPLEMENTARY VOCABULARY
 - F. CULTURAL CONNOTATIONS
 - G. PRONUNCIATION/INTONATION
- II. PRONUNCIATION
- III. GRAMMAR
 - A. VERBS WITH REGULAR PRESENT TENSE CONJUGATION
 - B. USE REGULAR PRESENT TENSE VERBS AND HABEN
 - C. DRAMATIZATION
- IV. VOCABULARY BUILDING THROUGH LISTENING COMPREHENSION
- V. WRITING
 - A. WRITING SKILLS
 - B. COMMUNICATION THROUGH WRITING
- VI. READING TO INCREASE VOCABULARY
- VII. CULTURE
- VIII. GRAMMAR

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

I. DIALOG/BASIC SENTENCES

A. PRESENTATION OF
NEW VOCABULARY

417-410

417-420

INSTRUCTIONAL
OBJECTIVE:

Students will recognize and develop a speaking
command of the new vocabulary words in the
dialog.

COURSE OF STUDY

REFER NCE: p. 32

LESSON CONTENT

DIALOG (The new vocabulary words are under-
lined in the dialog.)

Teil I

- A Was machst du jetzt?
B Ich gehe in die Stadtmitte. Kommst
du mit?
A Ja, ich komme gern mit./ Was machen
wir dort?
B Ich brauche eine Zeitung und Briefmarken.
A Dann gehst du zum Kiosk vor der Buchhandlung
und zur Post, nicht wahr?
B Ja, du hast recht./

Teil II

- A Wo ist denn die Buchhandlung? Ist sie
weit von der Haltestelle?
B Nein, sie ist gar nicht so weit von der
Haltestelle; sie ist gegenüber der
Frauenkloset.
A Ach, dann ist die Buchhandlung gleich
um die Ecke, nicht wahr?
B Nein, sie ist in der Ludwigstraße,
rechts./

METHODOLOGY

Example of teaching idiom through demonstration
and situation response:

Was machst du?

Teacher talks to empty chair:

"Was machst du?"

Teacher sits down in the chair and says
what he/she is doing.

"Ich lese ein Buch."

Teacher stands up and addresses the
chair.

"Was machst du?"

Teacher sits down and says:

"Ich schreibe etwas."

Continues

"Was machst du?" Ich gehe auf
und ab."

"Was machst du?" "Ich springe,
laufe, gehe, schlafe, wache
auf," etc.

2: Example of teaching with visuals or with
antonyms and synonyms:

jetzt

Point to the clock: "Jetzt ist es neun
Uhr."

Point to Stundenplan: "Jetzt haben
wir Deutsch."

A. BASIC DIALOG/BASIC SENTENCES (VOCABULARY)

LESSON CONTENT

METHODOLOGY

Point to Kalender: "Jetzt ist Montag."

Contrast jetzt und dann jetzt x dann
Equate jetzt und nun jetzt = nun

3. Example of teaching with a Stadtplan (map) and pointing to the part; also an example of synonym teaching:

die Stadtmitte

die Stadtmitte = das Stadtzentrum

4. Example of teaching by actions and antonym.

kommen und gehen

Teacher walks toward the door and out of the room and says, "Ich gehe jetzt."

Turns around and comes back and says, "Ich komme jetzt."

Write on board: kommen x gehen (antonym)

5. Example of teaching with dramatic pantomime, dramatic expression, and with pictures:

brauchen

Ich sehe ein neues Auto; Ich habe ein altes Auto;

Ich habe kein Geld; Ich muss Geld haben;
Ich brauche Geld;

Hier sind reiche Leute; Sie haben viel Geld; Sie brauchen kein Geld;

Hier sind arme Leute; Sie haben kein Geld; Sie brauchen Geld;

I. BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

METHODOLOGY

Ich möchte etwas über die Stadt lesen.
Ich brauche ein Buch oder eine Zeitung.

6. Example of teaching with pictures or actual objects--concrete objects.

die Zeitung und die Briefmarken (pl.)

7. Example of teaching with pictures and telling what one does at each place.

die Buchhandlung, die Post, die Haltestelle

8. Example of teaching with Stadtplan and asking and giving directions and pointing to the relationships between buildings.

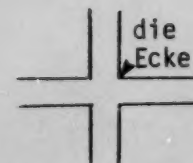
gegenüber

Wo ist der Bahnhof? Neben dem Museum.
Wo ist die Haltestelle? Nicht neben der Frauenkirche, sondern gegenüber der Frauenkirche.

- 9a. Example of drawing on the blackboard.

die Ecke

The teacher draws a street intersection on the board and labels the part called die Ecke.



- 9b. Example of drawing two simple pictures on the blackboard to contrast gleich and weit.

A. BASIC DIALOG/BASIC SENTENCES (VOCABULARY)

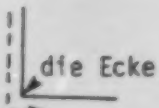
LESSON CONTENT

METHODOLOGY

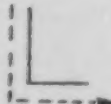
gleich (um die Ecke)

The teacher draws two corners on the board and indicates the difference between gleich and weit.

Wir sind hier.
Wir gehen
gleich
um die Ecke



Wir gehen
weit
um die Ecke



gleich x weit
um die Ecke um die Ecke

10. Another example of teaching by contrast and by pointing action and movement.

rechts

The teacher points to the right and says, "Rechts."

The teacher goes to the right and says, "Ich gehe rechts" or "Ich gehe rechts um die Ecke."

rechts x links

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

I. DIALOG/BASIC SENTENCES
B. REPETITION OF DIALOG LINES
USING VISUAL CUES

417-112
417-122

INSTRUCTIONAL
OBJECTIVE:

Students will recognize meanings of dialog lines, repeat the lines using visual cues, and recognize and correctly use stress and intonation in the questions and simple declarative statements in the dialog.

COURSE OF STUDY
REFERENCE: pp 27, 28

LESSON CONTENT

The presentation of the dialog lines/basic sentences. Same dialog

Dialog title and setting and names of participants.

Einige typische Frauennamen:

Beate, Brigitte, Christina, Elsa, Gisela,
Heidi, Inge, Kirsten, Lisa, Maria, Petra,
Renate, Ruth, Sabine, Tanja, Ute

Einige typische Männernamen:

Andreas, Bernd, Christian, Erik, Fritz, Gerd,
Günther, Herbert, Jens, Joachim, Jürgen, Klaus,
Michael, Lutz, Martin, Stefan, Thomas,
Heinrich, Karl, Hans, Otto, Rolf,

Einige typische Familiennamen:

Achmann, Adler, Armbruster, Augstein, Barthel,
Bayer, Bech, Bensler, Biermann, Daimler, Dietram,
Eckmann, Ehlers, Eistraut, Ehrle, Felber, Geller,
Halsmann, Holdorf, Luchs, Pfister, Schmitz
Schmitt, Müller, Meyer, Klein

METHODOLOGY

Dialog title and setting and names of participants.

Often these are given in the textbooks. We would like to recommend another alternative to the instructions on page 27 of the FL Course of Study. The basic sentences (lines of dialog) are presented and afterwards the class decides on the setting and the persons involved. Maybe they could even change the given ones in the textbooks. They could choose names from the list of popular names in German-speaking countries. Age, sex, residence, perhaps social class, and other pertinent information such as feelings and motives can be decided by the class or groups within the class, especially since they learn an adaptation for the dramatization in front of the class.

This is for the purpose of getting the class members involved in composing part of the dialog and to avoid sexist differences and, especially, to provide variety for each pair or group of partners in the class in preparing an "individualized skit" to dramatize. The technique here is to encourage the students to "live" the dialog as much as possible. Using the names, show the culture differences obtained because of the names (Familien--oder Vornamen) giving rise to the use of du or Sie.

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

Alternate lines that might be presented for each line of the basic dialog (alternate sentences for the basic sentences). These lines are very similar and could be dealt with in a similar manner to ideas given while presenting the basic sentences (lines). Extensions of the basic materials can be prepared for any textbook materials. Some already have extended supplementary expressions.

Teil I

1. A Was machst du jetzt?
2. B Ich gehe in die Stadtmitte.
Kommst du mit?
3. A Ja, ich komme gern mit./
Was machen wir dort?
4. B Ich brauche eine Zeitung und
Briefmarken.
5. A Dann gehst du zum Kiosk vor der
Buchhandlung und zur Post, nicht wahr?
6. B Ja, du hast recht./

* * * * *

1. A Wohin gehst du?
2. B Ich gehe zur Apotheke. Und du?
3. A Ich gehe zur Konditorei und zur
Bank./ Kommst du mit?
4. B Gern, aber ich habe heute leider
keine Zeit.
5. A Warum? Was machst du denn?
6. B Ich fühle mich nicht wohl./

METHODOLOGY

For each experience in learning the lesson, whether it be dialog, variation, grammar, or culture, the activity or assignment involves (1) introducing the assignment, (2) practicing the activity, and (3) checking up on accomplishing the assignment. Repetition activities are used in introducing the assignment. Variation activities are used in practicing the assignment, and actual communication activities including performing a skit based on the dialog and its variations are used in demonstrating the accomplishment of the assignment.

Repetition - The teacher models each line at least three times and breaks it down into word groups (about five syllables) for repetition using backward build-up or forward build-up or whole sentence as appropriate. German works well forward.

Expansion and variation - By working with just a few lines at a time (three expressions for example), the variations of the alternative dialog can be included in the drill process. This is more the practice phase. The student should be able to vary and expand each line of dialog. He/she then has prepared possibilities for several skits.

Visual cues presentation - Visual cues don't have to be professionally done. Even professionally drawn caricatures have to be interpreted because there is more than one possible meaning. Photographs are too filled with cultural overtones. When using visual cues, always give clear meaning to each cue. Simplicity is the key. If you can find a student with special drawing ability, use his/her talent. If not and you have little or no talent, just use rough sketches and give them meaning by telling what they mean (symbolize).

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

Teil II

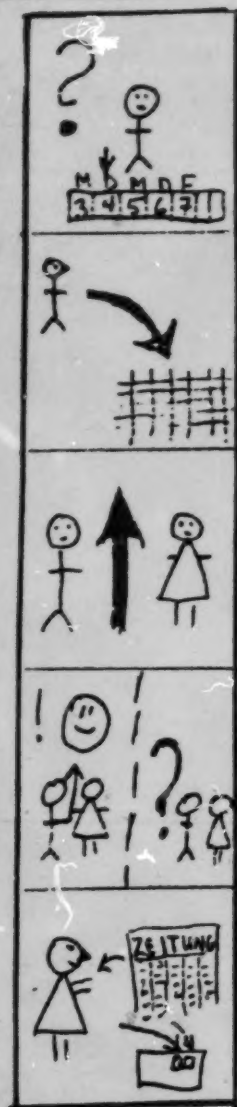
7. A Wo ist denn die Buchhandlung? Ist sie weit von der Haltestelle?
8. B Nein, sie ist gar nicht so weit von der Haltestelle; sie ist gegenüber der Frauenkirche./
9. A Ach, dann ist die Buchhandlung gleich um die Ecke, nicht wahr?
10. B Nein, sie ist in der Ludwigstraße, rechts./
- * * * * *
7. A So? Was ist denn mit dir los?
8. B Ich brauche etwas gegen meine Erkältung, und dann gehe ich nach Hause ins Bett./
9. A Ach, schade! Auf Wiedersehen! Gute Besserung.
10. B Danke! Auf Wiedersehen!/

METHODOLOGY

Just a line, an open triangle, or a circle can mean a person, a house, or a group. A city can be a mass of crisscross lines. Notice how simple the suggested cues are. The main point is that the visual cues don't have to be provided; you can draw them for overhead transparencies, chalkboard, or handout.

Visual cues presentation - The teacher divides the dialog/basic sentences into convenient portions (here in fourths) for daily presentation and presents each line showing a visual. Use both dialogs in fourths in practice. Encourage the student to know the lines and to develop a dialog that is a recombination suiting him/her and his/her partner or small group. One-fourth is a good assignment for one (possibly two) lesson(s).

I. BASIC DIALOG/BASIC SENTENCES



Was machst du jetzt?

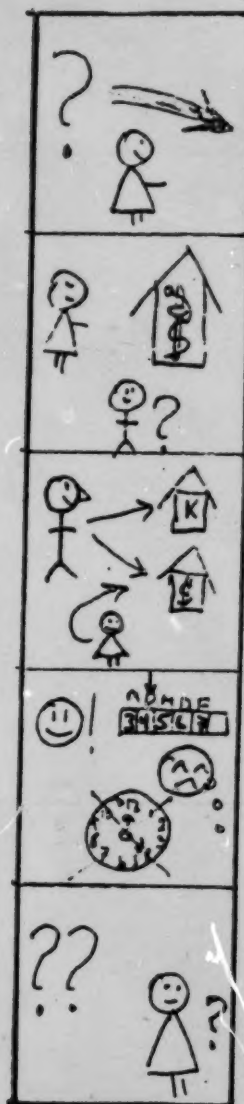
Ich gehe in die Stadtmitte.

Kommst du mit?

Ja, ich komme gern mit. Was machen wir dort?

Ich brauche eine Zeitung und Briefmarken.

Visual cues presentation



Wohin gehst du?

Ich gehe jetzt zur Apotheke. Und du?

Ich gehe zur Konditorei und zur Bank. Kommst du mit?

Gern! Aber ich habe heute leider keine Zeit.

Warum? Was machst du denn?

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

I. DIALOG/BASIC SENTENCES
C. DRAMATIZATION OF DIALOG

417-200, 417-400,
417-300, 417-500

INSTRUCTIONAL OBJECTIVE: Students will dramatize the dialog/basic sentences and will extend the meaning preparatory to their presenting orally varied skits using the dialog/basic sentences.

COURSE OF STUDY
REFERENCE: pp. 27, 28

LESSON CONTENT

Basic Dialog and Alternative Dialog
(See sections A and B.)

METHODOLOGY

1. The teacher and the students divide the dialog/basic sentences into parts as indicated (fourths or thirds) so that there are a few conversational exchanges for practice, combination, and recombination.
2. The teacher alternates roles with the whole class, then smaller groups, and then with individuals.

The teacher models the sentences at least three times. Aller guten Dinge sind drei.

The student imitates the teacher; practices saying the sentences with, after, and in response to a tape recording of a voice or voices other than the teacher's.

The student practices the sentences and prepares a dramatization that he/she and his/her partner have developed from the basic and extended sentences and presents it to the class. Each presentation is, therefore, at least slightly novel.

3. The teacher assures himself/herself and the students that they comprehend the dialog/basic sentences and the extended lines/sentences by doing the following:

Asking direct and detailed questions to help the student to restate the dialog (basic sentences).

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

METHODOLOGY

Wohin geht A ? Was macht er/sie? (Wir wissen es nicht. Er/sie geht mit B.)

Kommt B mit? Was braucht er/sie?
(Nein. A kommt mit B.)

Geht es B heute gut? (Was ist los?) Nein.
Er/Sie hat eine Erkältung.)

Modeling the question-answer activity as well as the dialog lines three times. Aller guten Dinge sind drei!

Ich frage: Wohin geht Hans (or name selected)?
Sie sagen: Er geht in die Stadtmitte.

Continue to ask questions around the class, calling on the class, small groups, or individuals at random.
(Teacher, tape recorder, resource person, student aide, or other can conduct this.)

Make up a recombination narrative and present it to the student for listening practice with an active involvement sheet or with oral questions to assist comprehension--especially, T-F test.

Hold up the dialog cue to help a student who cannot answer a question.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

I. DIALOG/BASIC SENTENCES
D. EXPANSION OF DIALOG

417-200, 417-400
417-300, 417-500

INSTRUCTIONAL
OBJECTIVE:

Students will expand the basic sentences of the
dialog by adapting them.

COURSE OF STUDY
REFERENCE: pp. 27-28

LESSON CONTENT

Dialog and Alternative Dialog.

METHODOLOGY

1. Conduct the directed dialog below according to the following procedures:

- *Divide the class in half. One half plays one role, the other the second role.
- *Give the direction and supply the response for each line of the directed dialog to each group. Have students repeat the response.
- *Change roles.
- *Have individual students do the directed dialog.

(This is one way to present the extension or variation dialog/sentences.)

- A. (Use name decided upon by group: Herr/Frau Schmitt)
Fragen Sie B _____, wohin er/sie geht!
- A. Sagen Sie B, Sie gehen zur Konditorei und zur Bank! Fragen Sie B, ob er mitkommt!
(etc. through entire dialog)
- B Sagen sie ihm/ihr, daß Sie zur Apotheke gehen.
Und fragen Sie A, was er macht! etc.
- B Sagen Sie ihm, Sie kommen gern mit, aber Sie haben heute leider keine Zeit. (etc. through the whole dialog)

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

27

METHODOLOGY

2. Conduct the interpretive and personal questions according to the following procedures:

•Sample questions

Warum geht B wirklich in die Stadtmitte?
Was macht A mit B dort?
Hat B wirklich keine Zeit?
Was denken Sie?
Was raten Sie?
Vielleicht! Irgendetwas!

•Sample procedures

Teacher models the question/answer activity
Ich sage: Warum geht B wirklich in die
Stadtmitte?

Sie sagen: Wir wissen es nicht (Ich weiß
es nicht). Er/Sie geht gern mit A.

Teacher asks many interpretive questions like these
in the above model. Also see below.

Teacher uses rephrasing techniques (or component
questions) if the student has difficulty answering
an interpretive question. If the students have
trouble with Warum geht B wirklich in die Stadtmitte?
Then try...

Component questions.

Wohin geht A?
Wohin geht B?
Wer kommt mit?
Hat A B gern?
Hat B A gern?
Darum geht B in die Stadtmitte.

28

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

METHODOLOGY

Personalized extension

Haben Sie _____ gern?
Geht er zur Buchhandlung?
Gehen Sie gern mit?
Er sieht so gut aus.
Er hat viel Geld.
Er hat ein Auto.

Teacher gives choices as possible answers and the student picks one.

Hat B keine Zeit oder ist er/sie krank?

Further interpretive questions:

Warum braucht B eine Zeitung?
Warum braucht er/sie Briefmarken?
Warum fragt A, ist die Buchhandlung weit
von der Haltestelle?
Warum hat A so viele Fragen?

Further personalized questions:

Wo kaufen Sie Briefmarken?
Kaufen Sie eine Zeitung?
Haben Sie eine Erkältung oder eine Allergie
im Sommer? im Winter?
Haben Sie viele Fragen für jemand?

3. Use more extended adaptation procedures

- Provide German or English narratives to cue impromptu conversations.
- Use a picture or a picture sequence to stimulate impromptu conversations.
- Give a card or a picture (picture sequence) to each of the three or four groups you have in your class and let them have two or three minutes to prepare a short skit--then have the groups perform their skits.

BASIC DIALOG/BASIC SENTENCES

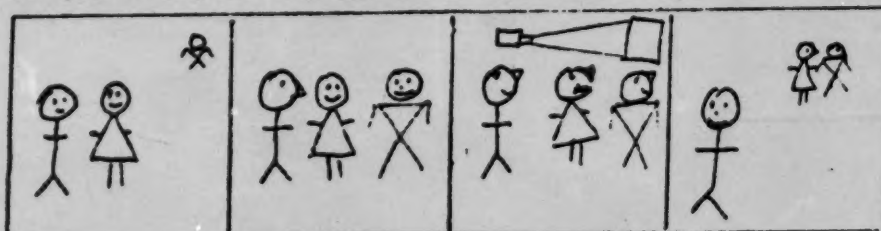
LESSON CONTENT

Example of an adaptation card:

You are in front of the school. A new acquaintance comes up to you who needs a book for an examination tomorrow. You are courteous. He doesn't know the bookstore is around the corner and straight ahead and only 2-3 minutes away from there. You decide to go with him because you need a newspaper for class tomorrow.

The bookstore doesn't have the book so you tell the new guy to catch the bus. He knows where the bookstore is in town--not far from the streetcar stop.

Example of a picture sequence (simple stick figures)¹



Conversation chart--a picture or a caricature of a basic conversational situation, for example, anyone of the picture sequence (above).

¹See the more elaborate caricatures in Deutsch durch audio-visuelle Methode (Chilton Books)

METHODOLOGY

Students receive a 3 x 5 card with the situation on it. They have 3-6 minutes to prepare an extemporaneous skit.

Here is an idea for sequel situation. More could be added.

The students receive the picture sequence. They have a few minutes (3-6) to prepare a skit based on the picture.

The students receive the picture and have a few minutes to prepare a skit based on the picture.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

1. DIALOG/BASIC SENTENCES
E. SUPPLEMENTARY VOCABULARY

417-410,
417-420

INSTRUCTIONAL
OBJECTIVE:

Students will recognize and develop a speaking
command of additional words related to the
vocabulary in the dialog/basic sentences.

COURSE OF STUDY
REFERENCE: p. 32

LESSON CONTENT

Add the following words to the extended dialog/
basic sentences as supplementary:

links, geradeaus, oben, unten, die
Fleischerei (Metzgerei), die Uni
(Universität)

METHODOLOGY

1. Do the following drill as a question and answer
drill in pairs:

Divide students into pairs.

One student says, Du gehst jetzt zur Schule?

Second student returns the question to the

first student: Und du? Du gehst jetzt zur
Apotheke?

First student answers: Nein, ich gehe jetzt
zur Buchhandlung.

Second student answers: Nein, ich gehe jetzt
zur Post.

2. Do the following drill with visual cues (pictures
of places).

Teachers says: Ich gehe jetzt zur Apotheke.
(Shows picture of Apotheke)

Models: Sie sagen: Ich gehe jetzt zur Apotheke.

Students repeat and the teacher continues the
drill by showing pictures of different places.

Wohin fahren Sie mit der Straßenbahn? Was ist gegenüber der
Haltestelle?

Ich fahre zur
Fleischerei.

Das ist die Buchhandlung.

zur Bücherei
zur Bank

Das ist die Uni.

Das ist die Konditorei.

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

METHODOLOGY

3. Do the following substitution drill with student choice.

Teacher gives basic sentence or question:

Ich gehe zur Buchhandlung. Kommst du mit?

(Teach give picture or word cues.

All the words to be cued could be written on the board or overlay transparency and someone could point at random to the cue.)

Die Buchhandlung?

Das ist zu weit.

Die Post?

Das ist zu weit.

Die Uni?

Das ist zu weit.

Ich gehe . . .

zur Post.

zur Uni.

zur Frauenkirche.

Die Frauenkirche?

Ich nicht.

zur Bank.

Die Stadtmitte?

Ich nicht.

zur Ludwigstraße.

Die Ludwigstraße?

Ich nicht.

zur Apotheke.

4. Other supplementary drills.

Was machst du jetzt?
morgen?
heute?
dann?

Ich gehe zur Bücherei.
fahre
radle
laufe
fliege

(mit dem Hubschrauber
natürlich)

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

I. DIALOG/BASIC SENTENCES
E. CULTURAL CONNOTATIONS

417-500
417-600

INSTRUCTIONAL
OBJECTIVE:

Students will learn various phases
(connotations) of the German culture, e.g.,
apothecary, cafe, pastry shop, post office,
and newspapers.

COURSE OF STUDY
REFERENCE: pp. 48-53

LESSON CONTENT

Refer to materials of the EMC Corporation, St. Paul, Minnesota, especially, Passport to Germany by Wolfgang S. Kraft. Other EMC materials are under the titles Deutsch aktuell and So sind die Deutschen, both by the same author. Other sources of information include the German Federal Railroad, German Information Center, German Tourist Information Office, Lufthansa Airlines, all with offices in New York, the German consulate in San Francisco, and an excellent booklet entitled These Strange German Ways published by Atlantik-Brücke in Hamburg, Germany. The following information comes from Passport to Germany:

Die Apotheke - A German "Apotheke" should not be confused with a "Drogerie" or drugstore. In Germany, drugstores sell such items as toilet articles, camera supplies, wallpapers, paints, seeds, and non-prescription drugs; but prescribed medicine can only be purchased at an "Apotheke"--a pharmacy.

die Konditorei (See the full write-up in Passport to Germany)

In every German town you will find a Cafe-Konditorei (cafe and pastry shop). Over the centuries it has become a German institution. Coffee, soft drinks,

METHODOLOGY

[For all these]

The teacher can prepare "culture assimilators," "culture capsules," "culture clusters," "mini dramas," simulated places, and audio motor units as indicated in the Course of Study pp. 48-53.

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

tea, and pastries are enjoyed in leisure in morning hour "breaks," Zweites Frühstück in the afternoon "breaks," or sometimes for lunch. Some cafes offer sandwiches and soups. / A cafe is not a restaurant in Germany; it is rather a Konditorei (a pastry shop).

Die Post

The German Postal Service (Bundespost) is Europe's largest services operation. Besides providing the normal postal services such as first, second, third, and fourth class mail handling, it runs its country's telephone and telegraph systems, and telex (telegraph exchange), as well as owns or controls the equipment for the radio and television networks, and licenses and collects fees for radios and television sets. It also offers banking services such as checking and savings accounts, sells money orders and retirement insurance stamps (Rentenversicherungs- und Wechselsteuermarken), and pays out social security money and certain federal pensions. Subscriptions to newspapers and magazines may also be obtained. Finally, the postal service operates an extensive mail and passenger transportation system.

Die Zeitung

The importance of the newspaper is reflected in the fact that Germans are the most avid newspaper readers in the world, according to recent statistics. The plentiful supply bears this out; the number of daily copies sold in 1977 reached 20 million. In general, a German newspaper assumes a higher educational level than does the typical American newspaper. Although most of the daily newspapers are sold by subscription, some "boulevard newspapers" have a very large readership, with the Bild newspaper reaching between 4 and 5 million copies sold daily on the streets. The two supraregional newspapers, Die Welt and Frankfurter Allgemeine Zeitung, are published in Hamburg and Frankfurt, respectively. A large percentage of newspapers are owned by the same publishing house so that the majority of daily newspapers have no editorial staffs of their own, i.e., they generally obtain a considerable part of their editorial matter from another newspaper or newspaper group.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

I. DIALOG/BASIC SENTENCES
G. PRONUNCIATION/INTONATION

417-110
417-120

INSTRUCTIONAL OBJECTIVE: Pronunciation - Students will hear and identify the different vowel sounds /a:/ and /a/ that have only one poor counterpart in the diphthongized often nasalized sound in English. Students will correctly pronounce the vowel sound contrast between /a:/ and /a/

COURSE OF STUDY
REFERENCE: p. 31

LESSON CONTENT

Discrimination

Modeling the cue words

The teacher repeats the lines/basic sentences or other practice sentences from past lessons containing the vowels /a:/ and /a/

The teacher isolates and pronounces the words contrasting the pairs:

haben	Hand
wahr	dann
Staat	Stadt
Straße	danke
Vater	machen (machst)
sagen	Halt (also /l/ problem)

METHODOLOGY

Discrimination

Describing the sounds:

The teacher gives the description of the long sound /a:/. The lips and mouth are quite open and rounded (the sound in father). The tongue is flat. The muscles are tense. There is no glide and no nasalizing effect as in English. Practice father/Vater, to show tenseness and absence of nasal quality in German. Holding one's nose while one says the word "father" will indicate how nasal the pronunciation is. The teacher demonstrates saying the word Vater while holding his/her nose showing no difference--no nasalizing, this is /a:/ the long sound. (Use German pronunciation of all sounds and letters of the alphabet.)

The short sound /a/ is best imitated in English in the words hunt, hut, and lung. The teacher can demonstrate how opening the mouth a little more makes a good German sound but the sound is short enough that using the hunt/lung sounds will be very close to the German.

Practice:	English	German
	hunt	Hand
	hut	hat
	hust	hast
	dunn (done)	dann
	dunke(e)	dank(e)

BASIC DIALOG/BASIC SENTENCES

LESSON CONTENT

Identification Drill

- | | | | | |
|----|---|--------|---|--------|
| 1. | A | wahr | B | Narr |
| 2. | | Straße | | Gasse |
| 3. | | Bahn | | Bann |
| 4. | | Vater | | Wasser |
| 5. | | raten | | Ratten |

METHODOLOGY

Identification Drill

Students hear the sounds and write long or short (a or b) for the /a:/ or /a/ sounds. Take the test two or three times. The teacher should change the word used in each pair for the three tests so that the student has to hear the difference.

Production

The students repeat words and lines after the teacher.
The students "read" the words at random as the teacher points to them on the board or transparency.

The student responds with line of dialog containing words with /a:/ /a/ sounds.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

II. PRONUNCIATION

417-111,
417-121,
417-130

INSTRUCTIONAL OBJECTIVE:

Students will be able to identify, produce, and associate the sounds with the written symbol for /x/ and /ç/.

COURSE OF STUDY
REFERENCE: p. 31

LESSON CONTENT

For the sound /x/:

The teacher/tape models the sound.

machen	Tochter
brauchen	Buch
suchen	noch
Nacht	hoch
Schlacht	doch
ach	auch

machen	Buch
brauchen	nach
ach	suchen
doch	Buchhandlung

1. Was machst du jetzt?
2. Was machen wir dort?
3. Ich brauche eine Zeitung.
4. Dann gehst du zur Buchhandlung.
5. Ach, die Buchhandlung ist doch da.

For the sound /ç/:

Hear and identify the consonant /ç/

recht	frech	Eiche	rechnen
nicht	Blech	Kirche	Märchen
gleich	durch	sicher	Mädchen
reich	Milch	rechts	Häuschen

Correctly pronounce the consonant /ç/

METHODOLOGY

To teach /x/ work with "clearing the throat" and taking away the rasping sound.

Have the students repeat each word after the teacher/tape.

Write the words on the blackboard, pointing to various words and letting the students pronounce them, first in unison, then individually. The teacher makes corrections as necessary. Point out that the tip of the tongue rests against the back of the lower teeth; the back of the tongue is raised; the air escapes with a hissing noise. The sound is voiceless.

Repetition drill.

Drill sounds in complete sentences.

To teach /ç/ use the word hue or Hugh in English. Pronounce hue vigorously, aspirating the beginning sound, then ihue, then ih, or ehue eh recht.

Listen to the teacher.

Repeat after the teacher, using the same words given above.

II. PRONUNCIATION

LESSON CONTENT

Correctly associate the sound /ç/ with the written symbol.

recht	nicht	rechts	durch
gleich	Kirche	rechnen	Mädchen

Ja, du hast recht.
Sie ist gleich um die Ecke, nicht wahr?
Sie ist gegenüber der Frauenkirche.
Gehen Sie rechts!

Contrast drill:

nicht	-	Nacht
Bücher	-	Buch
dicht	-	Docht
Bräuche	-	brauchen

Identification Drill - Student hears several words which contain the consonants /ç/ and /x/. Student writes the letter "a" if the word contains /ç/ and "b" if the word contains /x/:

1. recht	a	6. brauchen	b
2. doch	b	7. suchen	b
3. nicht	a	8. nicht	a
4. Kirche	a	9. machen	b
5. ach	b	10. gleich	a

METHODOLOGY

Write the words given above on the blackboard, point to various words and let the students pronounce them--first in unison then individually. The teacher will make corrections as necessary.

Point out that the tip of the tongue rests against the back of the lower teeth, and that the air escapes with a hissing noise. The sound is voiceless.

Repetition drill.

Drill sounds in complete sentences.

Contrast /x/ and /ç/

Identify /x/ and /ç/

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

III. GRAMMAR
A: VERBS WITH REGULAR PRESENT
TENSE CONJUGATION

417-211, 417-221,
417-231, 417-241

INSTRUCTIONAL OBJECTIVE: Student will be able to recognize and use properly appropriate tenses in spoken conversation and writing.

COURSE OF STUDY
REFERENCE: pp. 33, 34

LESSON CONTENT

Verbs with regular present tense conjugation

kommen
gehen
singen
schreiben

Verb with slightly irregular present tense

haben

METHODOLOGY

Examples:

1. Use cue cards to indicate the pronoun to be used in a verb substitution drill (conjugation).
2. Use cue cards with pictures which can cue the choice of verb in a verb substitution drill.

kommen - a person walking into room
gehen - a person walking out of room
singen - a person singing or musical notes
schreiben - pen and paper

3. Use pantomime to explain meanings of verbs or to cue the verb to be used in the response.

haben - hold an object in the hand
gehen - walk toward a door
kommen - gesture for student to come

4. Use pointing and gesturing to cue the pronouns for verb conjugations--be consistent.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

III. GRAMMAR
B. USE REGULAR PRESENT
TENSE VERBS AND HABEN

417-211, 417-221
417-231, 417-241

INSTRUCTIONAL
OBJECTIVE:

Students will use correctly regular present
tense verbs and haben in conversation.

COURSE OF STUDY
REFERENCE: pp. 33-34

LESSON CONTENT

Conjugation of regular present tense verbs
and haben.

The verb machen in its conjugational forms:

ich mache	wir machen
du machst	ihr macht
er, sie, es macht	Sie, sie machen

Example:

machen = mach + en
 stem infinitive ending
 |
 → + personal endings -e -en
 -st -t
 -t -en

METHODOLOGY

Examples:

1. Explanation of grammar. Two cautions to the teacher, (1) present verb forms inductively, (2) avoid grammar terminology until the student has sufficient experience.

Write the verb machen in its conjugational forms on the blackboard.

Go through the personal endings in the present tense. Indicate that the present tense is formed by using the stem of the verb in its basic form (infinitive) and by adding the appropriate personal endings.

Notice that the "wir" and "sie", "Sie" forms in the plural are identical with the infinitive.

III. GRAMMAR

B. USE REGULAR PRESENT TENSE VERBS AND HABEN

LESSON CONTENT

Example: ich mache = I do or I make.

Here are some examples for the direct and idiomatic use of the verb "machen:"

Sie macht das Bett.
Das macht nichts.
Das macht zehn Mark.
Wir machen die Hausaufgaben.
Mach dir nichts daraus!
Was machst du?
Er macht viel Geld.
Sie macht gute Fortschritte.
Da ist nichts zu machen.
Das macht sich.

Conjugate the following verbs, making sure that the personal pronoun forms are used with the verb forms.

<u>gehen</u>	<u>kommen</u>	<u>brauchen</u>
ich gehe	ich komme	ich brauche
du gehst	du kommst	du brauchst
er geht	er kommt	er braucht
etc.	etc.	etc.

Substitution drill:

Example: Ich gehe in die Stadtmitte. (er)
Er geht in die Stadtmitte.

Ich gehe in die Stadtmitte. (er)
Er geht in die Stadtmitte. (wir)
Wir gehen in die Stadtmitte. (du)
Du gehst in die Stadtmitte. (ihr)
Ihr geht in die Stadtmitte. (sie, pl.)
Sie gehen in die Stadtmitte.

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METHODOLOGY

Point out to students that "machen" has several lexical meanings in English.

Have the students conjugate verbs, making sure that the personal pronoun forms are used with the verb forms.

Note: There are three choices in English in translating the verb, i.e.,

ich gehe - I go
 I am going (progressive)
 I do go (emphatic)

Give the sentence Ich brauche eine Zeitung to a student and let him select a new pronoun subject as cue. The student then calls on another student to give the proper response. This continues until several students have had turns. Then do the same with the sentence Ich komme gerne mit.

53

III. GRAMMAR

B. USE REGULAR PRESENT TENSE VERBS AND HABEN

LESSON CONTENT

Review with the class the present tense of the verb machen. Then write next to the verb machen the verb haben.

ich	mache	habe
du	machst	hast
er, sie, es	macht	hat
wir	machen	haben
ihr	macht	habt
Sie, sie	machen	haben

Substitution drill:

Replace the pronoun subject with the one given as cue, and make the necessary verb change. Notice the inflection of the voice, i.e.

Habe ich recht? (wir)
Haben wir recht? (du)
Hast du recht? (sie, sing)
Hat sie recht?

Restatement drill:

Teacher: Sagen Sie, daß Sie in die Stadtmitte gehen.

Student: Ich gehe in die Stadtmitte.

Teacher: Sagen Sie, daß Hans eine Zeitung und Briefmarken braucht.

Student: Hans braucht eine Zeitung und Briefmarken.

Teacher: Sag Fritz, daß er recht hat.

Student: Fritz, du hast recht.

METHODOLOGY

Have the class compare the conjugation of the two verbs and ask:

- Are the endings the same with both verbs?
- Is the use of the stem of the verbs machen and haben consistent?
- Where does the stem change?
- How does the stem change?

Assign the students to make a list of all verbs from the basic dialog and their infinitive forms.

III. GRAMMAR

B. USE REGULAR PRESENT TENSE VERBS AND HABEN

LESSON CONTENT

Written exercise:

Supply the proper form of the verb indicated in parentheses, i.e.,

1. _____ du die Zeitung? (brauchen)
2. Was _____ wir dort? (machen)
3. Ich _____ mit. (kommen)
4. _____ sie zur Buchhandlung? (gehen, sing.)
5. Ja, er _____ recht. (haben)

METHODOLOGY

Assign the written exercise.

1. See III-B-1-a.

2. Students determine the rule.

Do drills indicated in 1 prior to explanation of grammar. Ask students to indicate if they have noticed any irregularities. If not, continue drilling until students do note differences in forms.

3. Use the computer to present the material and/or practice the forms.

The micro-computer (Apple II, for example) is available or soon will be. Programs are being written and others can be written by teachers after some basic instruction.

4. Tic Tac Toe with verbs

Make up boards or have students draw a tic tac toe board on a piece of paper. Write each pronoun at the top of a square. Students have to earn the square by correctly conjugating the verb you assign them.

5. Concentration is a game to match a noun to a verb form.

III. GRAMMAR

B. USE REGULAR PRESENT TENSE VERBS AND HABEN

LESSON CONTENT

METHODOLOGY

6. Questions can be used to check students' knowledge of the meaning of verbs while at the same time the forms are practiced.

Example:

Was braucht man, wenn man schreibt?

Was macht man mit einem Lied?

7. Have students practice the verb forms by telling how one does something.

Example:

Was macht man, wenn man einkauft?

1. Man geht in die Stadtmitte.
2. Man geht ins Kaufhaus.
3. Man sucht _____. (Schuhe, usw.)

JUNIOR/SENIOR HIGH BEGINNING GERMAN	III. GRAMMAR C. DRAMATIZATION	417-211, 417-221 417-231, 417-241
INSTRUCTIONAL OBJECTIVE:	By dramatization, students will learn to use correctly the conjugation of regular present tense verbs and haben.	COURSE OF STUDY REFERENCE: pp. 33, 34

LESSON CONTENT

Conjugation of regular present tense verbs and haben

METHODOLOGY

Examples:

1. Audio-Motor Unit (either taped or by the teacher)
The tape or teacher gives commands which are acted out. The students then follow the same set of commands. The commands are then given again, this time followed by a statement of what is being done.

Example:

Stehen Sie auf!	(Teacher stands up)
Gehen Sie an die Tafel!	(Teacher goes to board)
Schreiben Sie etwas!	(Teacher writes something on the board)
Setzen Sie sich!	(Teacher sits down)

Stehen Sie auf!	(Student stands up)
Same sequence as above	

Stehen Sie auf!	(Teacher stands up)
Ich stehe auf.	
Gehen Sie an die Tafel!	(Teacher goes to board)
Ich gehe an die Tafel.	

Sequence continues and students then do the same.

2. Charades by students. Students select a card and act out the verb. Other students must guess what is being done.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

IV. VOCABULARY BUILDING THROUGH
LISTENING COMPREHENSION

417-410

INSTRUCTIONAL
OBJECTIVE:

Through listening to everyday episodes of German life and oral narrations, students will recognize individual word forms, word groupings, and sentence combinations and develop comprehension of content.

COURSE OF STUDY
REFERENCE: pp. 29-30,
67-71, 78-80

LESSON CONTENT

METHODOLOGY

1. Tape of Familie Baumann, Level 1, No. 4
(available free through Inter Naciones
Goethe Institute San Francisco)

- a. Kind: Willi, wir spielen Fußball, komm!
b. Kind: Komm, wir spielen Fußball, Willi!
Willi: Schön, ich komme, wir spielen Fußball.
Gabi: Aber Willi, wir essen heute um zwölf.
Willi: Warum? Wir essen immer um eins.

- a. Was macht Willi?
b. Was sagt Gabi?
c. Wo ist Willi?
d. Wann ißt Willi?

Prior to presentation, identify the new vocabulary items necessary for comprehension which cannot be identified/guessed from context.

Present new items. This can be done simply by listing items on the chalkboard or on an overhead transparency. Prepare an active-involvement sheet which students fill out while listening.

Presentation - Play tape once while students listen for the answers to the questions on an active-involvement sheet. Replay the tape, stopping at breaks to go through the questions orally and to ask additional questions over content.

2. Film - Guten Tag No. 2
"Ein Bild von Rothenburg"

- a. Was sind Tim und Pierre?
b. Was machen Tim und Pierre in Deutschland?
c. Wie verlieren (lose) Tim und Pierre einander (each other)?

Prior to presentation, preview the film and prepare an active-involvement sheet.

Assign a student to prepare and present a brief report on Rothenburg.

Locate additional pictures, films, or slides of Rothenburg.

During the film have students complete the active-involvement sheet.

After the film, go through the questions. Use the book accompanying the films.

Ask additional questions prepared ahead of time.

IV. VOCABULARY BUILDING THROUGH LISTENING COMPREHENSION

LESSON CONTENT

- a. Was sind sie?
- b. Sprechen sie Deutsch?
- c. Was kauft Pierre?
- d. Kaufen Sie Postkarten, wenn Sie reisen?

Map presentation by teacher.

Das ist die Bundesrepublik Deutschland. Hier ist die Grenze zwischen der Bundesrepublik Deutschland und der Deutschen Demokratischen Republik. Berlin ist nicht die Hauptstadt der Bundesrepublik Deutschland. Bonn ist die Hauptstadt. Wir haben in den USA fünfzig Länder. Utah ist ein Land. In der Bundesrepublik Deutschland sind elf Länder. Sie sind...

- a. Wie heißt dieses Land?
- b. Ist Berlin die Hauptstadt der BRD?
- c. Welche Stadt ist die Hauptstadt der BRD?

3. Joke by teacher.

Was ist das?
Dieses Schwein ist sehr intelligent.
Wie heißt dieses Schwein? (Einschwein)

4. Introduction of self by the teacher.

Ich heiße Fräulein Meyer. Ich bin die Lehrerin. Ich bin keine Schülerin. Ich bin auch kein Schüler. Ich komme aus Arizona. Ich wohne jetzt in Provo. Ich wohne seit zwei Jahren hier. Ich habe zwei Hunde. Sie sind noch jung, erst zwei Jahre alt.

METHODOLOGY

Map presentation by teacher.

While pointing out items on the map, discuss the country in German using simple vocabulary.

Following the presentation, ask questions requiring one word answers or allow students to answer in English or German.

Joke by teacher.

Use a picture of a pig.

Introduction of self by the teacher (use lots of gestures).

IV. VOCABULARY BUILDING THROUGH LISTENING COMPREHENSION

LESSON CONTENT

5. GAME - 20 FRAGEN

Ist das Ding hier vorne?
Ist es in dieser Ecke?
Ist es aus Holz? Gummi? Metall?

6. Presentation of special media material such as a song, poem, or short story.

"Ich bin wie du" (song)
"Der Frosch und der Löwe" (story)

METHODOLOGY

GAME - 20 FRAGEN

While the teacher is in the hall, the students choose an object in the room which the teacher is to try to guess by asking questions. When the teacher returns, he or she then asks the questions which may be answered with either a yes or no.

The roles may then be reversed to allow a student to leave the room and return asking the questions to discover the object chosen by the class.

This material may be presented by using a record, tape, or having an individual read the selection.

Present the selection.

Give a short quiz to determine the understanding level of the students.

Present the material again, and answer the questions as the selection is presented.

Present necessary vocabulary.

Have a student summarize the selection.

Present the selection again.

Hand out a copy for the students to keep.

Read it aloud.

Have them practice in pairs reading it aloud.

Have selected students read parts of the work.

IV. VOCABULARY BUILDING THROUGH LISTENING COMPREHENSION

LESSON CONTENT

7. Blind Man's Bluff.

Gehen Sie geradeaus!
Halten Sie!
Gehen Sie nach rechts!
Nicht so weit!

8. Stadtplan

Ich stehe hier vor dem Bahnhof. Mein
Freund ist ein Student an der Uni. Wie
komme ich zum Studentenheim?

Meine Freundin ist nicht zu Hause. Ich
möchte etwas essen. Wohin soll ich gehen?
Wie komme ich zum Restaurant?

9. Stadtplan

Sie stehen vor dem Bahnhof in der Türkenstr.
Gehen Sie zwei Straßen geradeaus! Gehen Sie
nach rechts. Gehen Sie bis zur nächsten
Ecke, dann gehen sie nach rechts!

METHODOLOGY

The desks in the room are converted into a maze. A blindfolded student is then guided through the maze through oral instructions given by the student.

The teacher prepares a transparency of a city with the buildings labelled. The teacher begins a narration by arriving in the city. The teacher states where he/she wishes to go and why and asks for instructions. Upon arrival, the teacher gives a reason for going to the next location and again asks for instructions. Immediacy is added when an injury occurs, etc.

Each student receives a ditto with a city plan on it. The teacher indicates where to begin and the students must draw a line indicating the path they are taking. The teacher gives directions.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

V. WRITING
A. WRITING SKILLS

417-240, 417-241
417-245, 417-249

INSTRUCTIONAL OBJECTIVE: Students will be able to write correctly in conversation and narrative style the basic forms of German, e.g., personal pronouns, tenses, articles, nouns, adjectives, and capitalization.

COURSE OF STUDY
REFERENCE: pp. 46-47

LESSON CONTENT

Writing Exercises (and tests)

1. Ach, dann ist die Buchhandlung gleich _____ Ecke.
2. Es ist gar nicht weit _____.
3. Ich brauche eine _____.
4. Was machen wir _____?
5. Die Buchhandlung ist _____ Frauenkirche.

1. Er/kommen/gern/mit.
2. Wir/haben/kein/Briefmarken.
3. Frauenkirche/sein/in/Ludwigstraße.
4. Ich/machen/dort/nichts.
5. Bücher/kaufen/du.

1. Was _____ ihr? (machen)
2. Ich _____ eine Zeitung. (haben)
3. Warum _____ du zur Apotheke? (gehen)

1. We have the book.
2. Are you (ihr) going to the bookstore?
3. They are buying a newspaper.

Activities

1. Apotheke
2. leider
3. Briefmarken
4. wahr
5. recht

METHODOLOGY

Fill in the missing words.

Form complete sentences.

Fill in verb forms.

Translation. Students could also work in groups on translation and thereby teach each other.

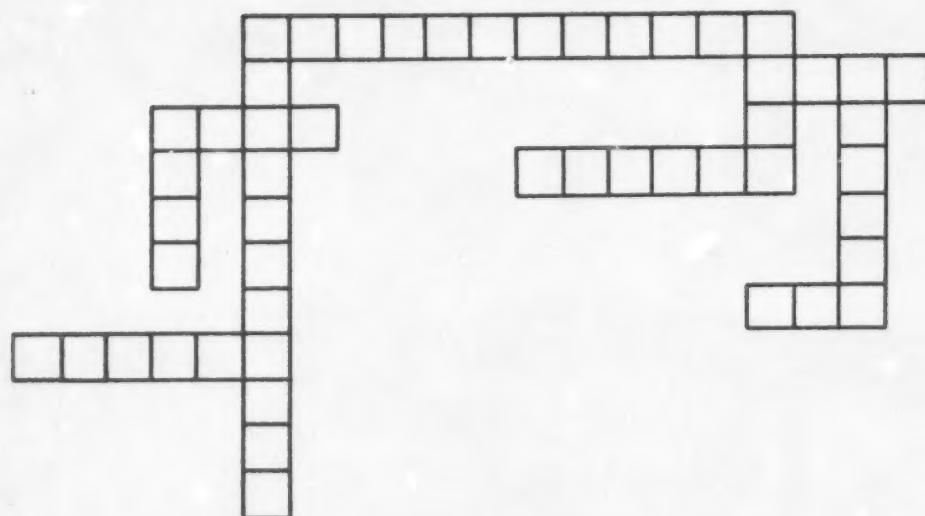
Spelling test of vocabulary items.

V. Writing
A. Writing Skills

LESSON CONTENT

1. Kris Kross Puzzle

von	leider
weit	kommen
wahr	machen
gern	Buchhandlung
Ecke	Briefmarken



METHODOLOGY

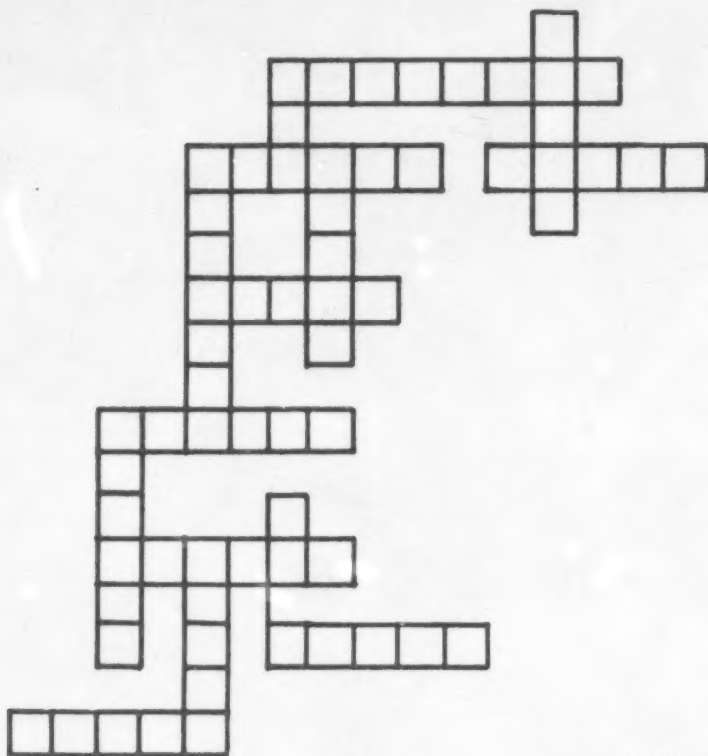
This may be used as homework to review new vocabulary and to practice spelling. The words used may relate to a specific type of words such as die, der, or das words or verbs. Other possibilities may include prepositions or animals, rooms, etc. It should be used as a means of reviewing material rather than as busy work.

A hidden word puzzle may also be used in this way. Students are asked to find 20 verbs. If these are not listed for them, it becomes a challenging experience which is much better than listing them for the students. Again, any variety of word classes or subjects could be developed into a puzzle.

These might be best used outside the class room rather than taken class time to complete them.

V. WRITING
A. WRITING SKILLS

LESSON CONTENT



DOWN

1. to see
2. am
3. to play
4. to go
7. to buy
8. to be
9. to have

ACROSS

2. to need
3. to sing
5. to give
6. to eat
7. to know
10. to take
11. to hear

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

V. WRITING
B. COMMUNICATION THROUGH WRITING

417-567

INSTRUCTIONAL
OBJECTIVE:

Students will be able to communicate ideas
about shopping in a large city.

COURSE OF STUDY
REFERENCE: pp, 46, 47

LESSON CONTENT

Topic - Sie gehen in die Stadtmitte.
Was machen Sie dort?

Have postcards of Munich and other German cities
available as well as paper cut the size of the
postcards.

METHODOLOGY

Composition of 4 to 5 sentences.

Students are to address the postcard to
another student and write a few sentences
about the city.

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

VI. READING TO INCREASE VOCABULARY

417-430, 417-330
417-331, 332, 334, 335

INSTRUCTIONAL
OBJECTIVE:

Students will be able to read and understand the new vocabulary in the reading
Students will be able to seize the literal and inferred meaning of the reading narrative.
Through the comprehension exercises the students will display short term retention.

COURSE OF STUDY
REFERENCE: PP. 43, 44, 45

LESSON CONTENT

The narrative:

Manfred und Andreas kaufen ein.

Manfred und Andreas gehen heute nachmittag in die Stadt. Auf dem Weg kommen sie zur Post. Dort kaufen sie Briefmarken. In der Stadtmitte finden sie einen Zeitungskiosk, und Manfred kauft eine Zeitung. Manfred braucht auch ein paar Hefte. Sie gehen zum Papiergeschäft. Jetzt haben sie nicht mehr viel Zeit. Andreas braucht noch einen Roman. Sie wollen gleich zur nächsten Buchhandlung gehen. Andreas sagt, in der Ludwigstraße ist eine. Manfred meint, das ist viel zu weit. Er glaubt, es muß eine in der Nähe sein. Sie fragen im Papiergeschäft. Zum Glück ist eine Buchhandlung gleich um die Ecke gegenüber der Kirche. Sie gehen dorthin, kaufen das Buch und gehen dann gleich nach Hause.

METHODOLOGY

Underlined words are examples of possible new vocabulary. They should not be underlined in the student version. New vocabulary may be introduced either before or after reading, depending on difficulty and level of students.

Explaining new vocabulary: Use pictures if possible.

1. heute nachmittag - Point to calender. Jetzt ist Montag. Heute ist Montag. Use clock. Point to heute morgen and heute nachmittags. Demonstrate Mittag and nach.
2. Zeitungskiosk - Eine kleine Handlung, ein kleiner Laden an der Straße oder an der Ecke. Hier kauft man Zeitungen.
3. Papiergeschäft - Ein Laden, eine Handlung. Hier kauft man Papier, Hefte, Bleistifte, Kugelschreiber, usw.
4. Roman - Ein Buch. Es ist nicht wahr. Show an example. Where the Red Fern Grows ist ein Roman.

VI. READING TO INCREASE VOCABULARY

LESSON CONTENT

General comprehension with multiple choice.

1. Was machen Manfred u. Andreas?
 - a. Sie kaufen eine Zeitung
 - b. Sie lesen einen Roman.
 - c. Sie haben nicht viel Zeit.
 - d. Sie gehen in die Kirche.
2. Was kaufen sie?
 - a. Eine Zeitung, ein Papiergeschäft, einen Roman.
 - b. Briefmarken, einen Zeitungskiosk, ein Heft.
 - c. Briefmarken, eine Zeitung, ein Buch.
 - d. Briefmarken, Hefte, eine Buchhandlung.
3. Was machen sie im Papiergeschäft?
 - a. Sie kaufen einen Roman.
 - b. Sie kaufen Hefte.
 - c. Sie kaufen eine Zeitung.
 - d. Sie kaufen Briefmarken.

METHODOLOGY

5. nächsten - Refer to a student or your room number. Das nächste Zimmer ist _____.
6. meint - denkt, glaubt. Point to head.
7. zum Glück - Es ist gut. Refer to charms (cross fingers, clover, horseshoe).

Play a tape or read the narrative while students follow silently. Have students re-read silently, or have different students read a sentence each.

General comprehension with multiple choice.

These questions may also be used without the alternatives as oral discussion questions or for written answers.

When students have finished the exercise, correct it orally with the class. Compare answers and ask for justification for inappropriate choices.

Example: Gehen sie zur Kirche oder zur Buchhandlung? Wann gehen sie nach Hause?

VI. READING TO INCREASE VOCABULARY

LESSON CONTENT

4. Was ist in der Ludwigstraße?
 - a. die Nähe
 - b. ein Papiergeschäft
 - c. eine Kirche
 - d. eine Buchhandlung
5. Warum gehen Sie um die Ecke?
 - a. Die nächste Buchhandlung ist dort.
 - b. Die Kirche ist dort.
 - c. Sie haben Glück.
 - d. Sie gehen nach Hause.

Detail Comprehension

1. Manfred kauft eine Zeitung von dem _____.
2. Er kauft ein paar Hefte im _____.
3. Sie kaufen Briefmarken bei der _____.
4. Sie kaufen einen Roman in der _____.
5. _____ kaufen Briefmarken.
6. _____ kauft eine Zeitung.
7. _____ kauft ein paar Hefte.
8. _____ kauft einen Roman.
9. Die Kirche ist gegenüber _____.

Inference, deduction, and conjecture

1. Wo wohnen Manfred und Andreas?
2. Sind sie Brüder? Was sind sie?
3. Wo ist die Post?
4. Ist es weit von dem Zeitungskiosk bis zum Papiergeschäft?
5. Warum haben sie nicht viel Zeit?
6. Warum braucht Andreas einen Roman?

METHODOLOGY

Detail comprehension

To check comprehension of details in the narrative, the following exercise can be used.

Supply the right answer in the blank.

Inference, deduction, and conjecture

To help students infer unstated meanings in the narrative, discuss the following questions orally with the class.

VI. READING TO INCREASE VOCABULARY

LESSON CONTENT

7. Warum ist die Ludwigstraße zu weit?
8. Warum muß eine Buchhandlung in der Nähe sein?
9. Was fragen sie?
10. Wen fragen sie?
11. Warum wissen sie nicht, wo die nächste Buchhandlung ist?
12. Kommen sie zu spät nach Hause?

METHODOLOGY

Application

Have students rework the narrative so that it fits their community. Have them think about the following questions:

1. What order do they go to the stores?
2. What stores do they go to?
3. Why do they need to ask where the stores are?

Do this as a class, in groups, or for homework:

1. As homework or in groups, encourage them to stay close to the narrative and change only what is necessary.
2. As a class discussion, pick a starting point, such as the school or someone's home. Accept alternative ideas as you time for them.

VI. READING TO INCREASE VOCABULARY

LESSON CONTENT

METHODOLOGY

Prepare a treasure hunt in German by using directions to enable students to get to the next clue. If advanced speakers or natives are available, have students ask them for directions. In return, they receive the next written clue.

Example: Clue #1

Gehen Sie durch die Tür!
Gehen Sie dann nach links!
Gehen Sie drei Türen geradeaus!
Neben dem Fenster ist ein Papier!
Nehmen Sie das Papier!
Lesen Sie das Papier!

JUNIOR/SENIOR HIGH
BEGINNING GERMAN

VII. CULTURE

417-660, 417-669

INSTRUCTIONAL
OBJECTIVE:

Students will learn various phases of
German culture and values as they increase
their vocabulary.

COURSE OF STUDY

REFERENCE: pp. 48, 49, 50

LESSON CONTENT

Einkaufen

Einkaufen macht Spaß. Man lernt die Stadt kennen und sieht viele bunte Schaufenster. Der Amerikaner sieht gleich, daß es in Europa viele kleine Geschäfte gibt. Man geht immer in ein anderes Geschäft oder in einen anderen Laden, um verschiedene Sachen zu kaufen. Die Bäckerei hat Brot, aber keine Milch. Die Fleischhandlung hat Fleisch, aber kein Gemüse. Dafür geht man zum Gemüsehändler. Es gibt auch eine Buchhandlung, das Papiergeschäft, die Drogerie, die Apotheke, das Reformhaus, den Milchladen und Geschäfte für Eisenwaren, Kleidungen, Stoffe, Fotowaren, Sportwaren, Spielzeuge, usw. Natürlich haben die Europäer jetzt immer mehr den Supermarkt für Lebensmittel und das große Warenhaus oder Einkaufszentrum, wo man fast alles kaufen kann.

Audio-motor Unit - Bäckerei

1. Geh in die Bäckerei!
2. Begrüß die Verkäuferin!
3. Die anderen Kunden werden bedient. Warte!
4. Riech mal das frischgebackene Brot.
5. Schau die vielen Brötchen, Brezeln, Plätzchen, Schnitte, und Kuchen an.
6. Du bist dran. Bestell ein Brot, sechs Semmeln, und eine Brezel.
7. Bezahle!
8. Sag danke und auf Wiedersehen!
9. Geh aus der Bäckerei!
10. IB die Brezel!

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METHODOLOGY

Present the following culture narrative:

The teacher can read the monologue as the class listens or put it on tape for repeated listening practice. The text is presented in printed form to the students with familiar key words left out. As the teacher reads or as the students listen to the tape, they will write in the missing words. (The underlined words would be left blank for student copy.)

Audio-motor Unit - Bäckerei

Conduct a discussion based on the following questions:

1. Was sagt man immer in einem kleinen Geschäft?
2. Was kann man alles in einer Bäckerei kaufen?
Wo kauft man Torten?

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VII. CULTURE

CULTURE ASSIMILATOR

A culture assimilator is a programmed text in booklet (packet) form. The first half of the booklet contains a series of cross-cultural situations that an American might experience in German culture. Each situation is followed by usually four possible solutions. For each of these possible solutions, there is a reference to a page number in the second half of the booklet for a follow-up explanation. Only one of the solutions is completely right; there is something wrong with each of the other given solutions, but these follow-up explanations are also helpful in appreciating the cross-cultural differences. The follow-up explanations for the four given solutions are found on different pages in the second half of the booklet.

Minidramas and case descriptions are usually used for the presentation of situations. These situations without the solution-alternatives and their corresponding possible explanations could be used for quest projects or discovery learning.

Individual possible solutions make excellent discussion topics for cultural "asides" or "spots" in regular class activity.

The whole process can be programmed on a microcomputer like the Apple II.

Text of cross-cultural situation (found on p. 2) [The pagination refers to a fictitious booklet used here as an example only.]

1. You have the good luck to be in Germany during Christmas. You realize that December 26 is also a holiday, but on December 27 you rush downtown to take advantage of the after-Christmas sale and buy up some of the neat German things you've wanted to get. You are amazed to find business as usual with no sales at all.
 - a. Germans deplore the commercialization of Christmas and would never cheapen the occasion by having a sale. (Turn to p.11.)
 - a. You're right about Christmas being less commercialized, but that's not the main reason. (Try again on page 2.)
 - b. Germans do not have sales. Prices are regulated and considered fair; therefore, there is no need for sales. (Turn to p. 10.)
 - b. Prices are more uniform than in the U.S., but they do have sales. (Try another answer on page 2.)
 - c. Wait a couple of days. Germans are very organized. Sales are held on the last day of the month. (Turn to p. 9.)
 - c. Right on organizations; wrong on sales. (Guess again on page 2.)

VII. CULTURE

Text (Continued)

d. Germans have only two big sales a year, in January or February and in July. (Turn to page 8.)

d. Right-o! They are called Winterschlußverkauf and Sommerschlußverkauf. All the merchants participate and the savings are very big. Sales at other times are limited and savings are smaller. (Go on to page 3.)

2. You've heard about the open markets with all the fresh produce and good prices. Before you know it, your arms are so full of fruits and vegetables you can't even reach your money to pay for the blueberries. Found on page 3.

Possible solutions:

- a. At one end of the market is a pile of used boxes that you are welcome to use. (p. 10)
- b. You may buy a large bag from any vendor for eine Mark. (p. 9)
- c. You look around and notice that all the customers have their own bags or satchels. Next time you'll know better. (p. 8)
- d. You've bought too much. Germans insist on freshness and only buy the day's meals. (p. 11)

Follow-up explanations:

- a. Don't scrounge in the garbage! Recycle! (Go back to p. 3.)
- b. False. They usually have only smaller sacks for the produce. (Go back to p. 3.)
- c. That's right! Most regular stores now have plastic bags, but smaller food stores, bakeries, and open markets expect you to bring your own. (Go on to p. 4.)
- d. There is some truth to this. Many still prefer fresh to canned goods and shop frequently, but they do have refrigerators, too. You're welcome to buy all you want. Go back to page 3 and find out how to carry it!

VII. CULTURE

Text (Continued)

3. It's Saturday afternoon. You can't afford anymore of those delicious Gasthaus meals, so you head for the Lebensmittelgeschäft to stock up for the weekend. You are dismayed to find the store closed. (Found on page 4.)
- | | |
|--|---|
| a. The owner must be Jewish or Seventh-Day Adventist. (See p. 9) | a. Irrelevant. Try again. (on page 4) |
| b. The soccer team is playing at home and everyone has closed up shop to watch the game. (See p. 8.) | b. The owner is probably a soccer fan, but he can't close the store anytime he wants. (Take another look at page 4.) |
| c. You'll just try another one. Somebody's bound to be open. What if somebody (like you) were starving? (See p. 11.) | c. Save the effort. They're all closed. Try a <u>Gasthaus</u> for your starvation and another choice for the answer. (Back to p. 4.) |
| d. By law, stores must close about 2:00 p.m. on Saturdays. (See p. 10.) | d. Very good. You'll want to know that they are also closed after about 6:30 p.m. Monday through Friday and all day on Sundays and holidays. However, once a month (<u>langer Samstag</u>) stores may stay open on Saturdays until 6:00 p.m. Some areas also have evening shopping once a week or once a month on a weekday. (Go on to p. 5.) |
4. You're buying a loaf of bread in a Bäckerei. The lady takes an unwrapped loaf from the shelf, loosely flops a little tissue around it and puts it on the counter in front of you. Don't these Germans know about germs? (Found on page 5.)
- | | |
|--|---|
| a. Sure they know about germs. But it was probably baked right in the store, and they leave it unwrapped so you can see it. (See p. 8) | a. You're showing an open mind. It's just one of those differences. You can get bread in cellophane in <u>Supermarkt</u> , but it won't have that great fresh-baked taste! (Go on to p. 6.) |
| b. German crusts are impregnable--the germs can't get through anyway. Just cut them off when you eat the bread. (See p. 11.) | b. Nope. German bread is solid, but the crusts are no harder than the inside. And don't let any Germans see you wasting food! Pick another answer. (See p. 5.) |

VII. CULTURE

Text (Continued)

- c. Germans are very thrifty and will cut costs when they can. Just ask her to wrap it up nicely. (See p. 10.)
- d. You take the bread coldly and vow that next time you'll go where you can get some decent service.
5. You'd like to get into soccer some more. You want to pick up a weekly sports magazine. Where do you go? (Found on page 6.)
- a. You go to a newspaper stand. They should have magazines, too. (See p. 15.)
- b. You remember that stores specialize. Books and magazines go together. You go to the Buchhandlung. (See p. 14.)
- c. Magazines are paper, right? You go to a store for Papier und Schreibwaren. (See p. 13.)
- d. You go to the Supermarkt. Food stores always have magazines. (See p. 12.)
- d. No. Aunt Emma gets her bread the same way. Try again. (See page 5.)
- d. Don't be too sure. The next bakery might fold it in newspaper! Find another solution. (See page 5.)
- a. Right on! Zeitung and Zeitschrift belong together. Look for a small shop that displays current issues in front. It may even be a small Kiosk on the street. (Go on to p. 7.)
- b. Nein. But you're thinking right. Try another specialist. (See page 6.)
- c. Strangely enough, if it's a small store you might be in luck, but if it's large and highly specialized in stationery, forget it. Find a better place. (Go back to p. 6.)
- d. Only in America. Remember, stores specialize. Food stores are for food. (Go back to p. 6.)
6. You go into a wood carving shop. You're not sure you can afford anything, but you want to look around. The clerk is there immediately, and even though you tell her you're just browsing, she doesn't leave. You reach for a piece, but she beats you to it and asks if you're interested. She seems as bothered as you are. What's up? (Found on p. 7)
- a. She doesn't trust you. Tourists do a lot of shoplifting in Germany. (See p. 14.)
- a. Don't take it personally. There's probably less shoplifting there than in the U.S. It's something else. (Go back to p. 7.)

VII. CULTURE

Text (Continued)

- b. She thinks you look like a klutz and she's afraid you'll damage the goods. (See p. 13.)
- c. In Germany, if you pick it up, it means you want to buy it. (See p. 12.)
- d. You're not letting her do her job. (See page 15.)
- b. No more than the average customer, although it's true that they don't like things handled unnecessarily. Look for something else. (See page 7.)
- c. No. But you're getting slightly warm. Try another one. (See page 7.)
- d. Very perceptive! She's well trained and very knowledgeable about the product. She will be glad to show you anything. Her job is to serve you (and sell you). This is not at all being pushy, because Germans generally window shop in the well stocked display windows and do not enter a store unless they want to buy something and have a pretty good idea of what they want. You'll probably get along okay if you ask if you may just look and then call her if you need something. (This is all for this fictitious booklet.)

Culture Capsule

LESSON CONTENT

This is a brief presentation of an isolated feature of culture including realia or other audio or visual materials, presented in German as much as possible. Here is an example on the money system.

METHODOLOGY

1. Display the German money on a poster or loose to pass around the room.
2. Contrast with the American system. Do they have the equivalent of our quarter? Do we have the equivalent of the DM 5 coin? What about the DM 1 coin?
3. Discuss briefly the exchange rate.

VII. CULTURE

LESSON CONTENT

Culture Capsule (Continued)

Mini-Drama

This is a demonstration of cultural conflict, especially one that may affect personal relations. One technique is to interrupt the drama at the crisis point and have the class identify the cause of the problem and tell how it could be corrected. The use of a video tape could heighten interest and allow more realism in the staging and props.

Im Gasthaus

An American couple enters a local Gasthaus. There are plenty of chairs, but no empty tables.

METHODOLOGY

4. Ask the class what the various American coins will buy and then tell them what the various German coins will buy. Here are some possibilities:

U.S.	German
1¢ gum from machine	1 pf Gummibär
5¢ bubblegum	5 pf Dauerlutscher
10¢ phone call	10 pf Brötchen
25¢ candy bar	
50¢ magazine	50 pf Briefmarke (Inland)
\$1.00 pen	1 DM Tafel Schokolade
\$5.00 T-shirt	5 DM 2 Kilo Brot
\$10.00 knit shirt	10 DM T-Shirt
\$20.00 dress shirt	20 DM Strafgehd
\$50.00 clock radio	50 DM Hose
\$100.00 CB radio	100 DM Transistor-Radio
\$500.00 refrigerator	500 DM Schwarz-Weiß Fernseher

VII. CULTURE

LESSON CONTENT

Im Gasthaus (Continued)

Mr.: Alle Tische sind besetzt.
Mrs.: Wo ist der Kellner?
Mr.: Er sitzt da und plaudert mit den Menschen.
Mrs.: Vielleicht sieht er uns nicht.
Mr.: Komm! Hier gefällt es mir nicht, und außerdem
ist kein Platz. Gehen wir!

Couple leaves, obviously upset.

Discussion:

1. What is wrong here? (Waiters only seat guests in classy restaurants. It is common and acceptable to sit at an occupied table.)
2. How should the situation be handled? (Select a table, go up and ask: Entschuldigen Sie! Ist dieser Platz noch frei?)

Now repeat the situation:

Mr.: Alle Tische sind besetzt.
Mrs.: Dort drüben rauchen sie nicht.
(Both go to the table.)
Mr.: Entschuldigen Sie! Ist dieser Platz noch frei?
Herr: Ja, bitte schön!
Mr.: Danke schön!
(Both sit down.)

VII. CULTURE

LESSON CONTENT

Evaluating statements about culture.

1. German stores tend to specialize more than American stores.
2. You buy prescription drugs in a Drogerie.
3. You're going out to buy a Dirndl and maybe some scarves. You should take a shopping bag with you.
4. Even though no one knows you, you should say Guten Tag and Auf Wiedersehen when entering and leaving a smaller store.
5. The person who waits on you will take your money at the cash register.
6. The best stores will probably be in the suburban shopping malls.
7. When money changes hands, it is put directly in the hand. This is efficient and cuts down on work for everyone.
8. You can get a good breakfast at a Cafe.

METHODOLOGY

Instructions to students: Mark the following statements true or false and explain your answer, especially when you select false.

1. True. Examples are Milchladen, Tabakladen, Parfümerie, Lederwaren, etc.
2. False. The Drogerie has non-prescription remedies, toiletries, sundries, and household items. The Apotheke is the pharmacy. It also has non-prescription medicines.
3. False. Stores of this nature and any stores that sell bulky items will have plastic bags or will wrap it well for you. You'll need the bag mainly for food stores.
4. True.
5. False. The salesperson will take your goods to the register and will then leave to help someone else. You pay the person at the Kasse.
6. False. The high class stores are in the center of the city. Often this street has been converted into a pedestrian zone. The Bahnhof is usually not too far away. Climtized malls such as we have in the U.S. are basically unknown in Germany. Shopping centers are just a large shopping store.
7. False. It is customary to place the money on a small plate located on the counter near the cash register. This is known as a Zahlteiler. If you don't see one, put it in their hand. In the Gasthaus put the money on the table.
8. False. Cafe is another way to spell Kaffee. It serves coffee, tea, cocoa, etc. with pastries, especially if it is a Cafe-Konditorei.

VII. CULTURE

LESSON CONTENT

Evaluating statements about culture (Continued)

9. Believe it or not, you go to a Reformhaus to get health foods.
10. The smaller the store, the more you should let yourself be waited upon.
11. Right after lunch is a good time to sneak in some shopping.
12. If you want some really fancy pastries, you should go to a Konditorei, rather than a Bäckerei.
13. Milk is not sold in plastic bags or bottles.
14. Even smaller towns should have an open market.
15. There are really two shopping cultures in Germany--one for the smaller, specialized stores, and one for the large department store or shopping center.

METHODOLOGY

9. True. The expression Reform refers to the reform of dietary habits.
10. True. The larger the store, the less they can keep up with customers. Large food stores in particular are often designated as Selbstbedienung. The smallest stores often have everything behind the counter.
11. False. Stores and offices are likely to be closed for about two hours sometime between 11:30 and 3:00. Larger stores will probably remain open.
12. True. The Bäckerei deals mainly in bread and non-sweet rolls. They will probably have strudels, cookies, bars, Kuchen and may even have a couple of Torten. The Konditorei has the large assortments of fancy pastries, including all kinds of Kuchen and Torten.
13. True. The most common packaging is the one-liter carton. Plastic bottles are not used. In milk stores you can sometimes get open milk if you bring your own container. This is the cheapest and freshest way to buy milk.
14. True. Large cities will have a market day every day. Smaller towns usually have a market day once a week.
15. True. The large self-service stores have shopping carts, no one says hello or goodbye, and you take your own items to the Kasse. They're also open all day. The smaller stores are specialized, customers are greeted, clerks help you with your purchase, and they often close during lunch.

INSTRUCTIONAL
OBJECTIVE:

Students will acquire the skill to determine which case to use with the dative/accusative prepositions in given situations.

COURSE OF STUDY
REFERENCE: pp. 33, 34

LESSON CONTENT

METHODOLOGY

Phase I

Part A

The prepositions in, auf, and an with the accusative:

Der Lehrer kommt in das Klassenzimmer.

Ich lege ein Buch auf den Tisch.

Herr Müller hängt das Bild an die Wand.

Dramatize the following situations as you say the sentences:

(stepping outside the classroom and then entering)

(holding book above table and then laying it down)

(hanging the picture on the wall)

Explanation

There are certain prepositions in German which require either the accusative or dative case. We have just used three of these prepositions (in, auf, and an) in sentences with the accusative case. If the verb indicates movement toward a specific goal or destination and answers the question wohin?, the given preposition requires the accusative case.

*The materials, text and pictures, of chapter VIII. GRAMMAR, pages VIII-1-a through VIII-7, were taken verbatim or adapted from Porz, Dr. Alexander, Hans Lindner, editors. Deutsch, Ein Lehrbuch für Ausländer, Teil 1, Leipzig V.E.B. Verlag Enzyklopädie, 1970, and Kübler, Maria et al. Deutsch Intensiv, Grundkurs für Ausländer, Leipzig V.E.B. Verlag Enzyklopädie, 1975. Copied with permission of the publishers.

VIII. GRAMMAR

LESSON CONTENT

Part B

The prepositions in, auf, and an with the dative:

Der Lehrer steht in der Ecke.

Der Roman liegt auf dem Tisch.

Das Bild hängt an der Wand.

Explanation:

If the verb in the sentence denotes location, position, or action not directed toward a specific goal or place and answers the question wo?, the dative case is used with the given preposition.

Beispiele:

Wo liegt das Buch?

Das Buch liegt auf dem Tisch.

Wo spielt das Kind?

Das Kind spielt in dem Wohnzimmer.

Teacher can use similar sentences with in, auf, and an in the dative.

METHODOLOGY

Dramatize the following situations as you say the sentences:

(as you stand in a corner of the classroom)

(pointing at the novel lying on the table)

(picture already hanging on wall - teacher points to it)

Using a variety of methods, evaluate the student's understanding by asking the following questions or ones similar:

Teacher: Wo liegt der Bleistift?
(auf Tisch)

Student: Er liegt auf dem Tisch.

Teacher: Wo sitzt der Lehrer?
(auf Stuhl)

Student: Er sitzt auf dem Stuhl.

Teacher: Wo stehe ich?
(in Ecke)

Student: Sie stehen in der Ecke.

Teacher: Wo hängt das Bild?
(an Wand)

Student: Es hängt an der Wand.

VIII. GRAMMAR

LESSON CONTENT

Part C

The prepositions in, auf, and an with both the accusative and the dative cases.

Ich stelle die zwei Bücher in den Schrank.
(Bücherschrank)

Die Bücher stehen jetzt in dem Schrank.

Der Lehrer hängt seine Jacke an die Tür.

Die Jacke hängt jetzt an der Tür.

Herr _____ legt seinen Kugelschreiber
auf das Arbeitsheft.

In is used to show a relationship of objects or persons in (inside, within) something else.

Auf is used to show a relationship of objects or persons upon the upper surface of something in a horizontal position.

An is used to show a vertical relationship of objects or persons to something else.

Beispiele

Wo stehen die Bonbons? (in . . . Schrank)
Die Bonbons stehen in dem Schrank.

Wo liegt der Bleistift? (auf Stuhl)
Der Bleistift liegt auf dem Stuhl)

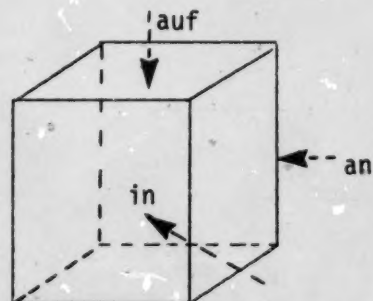
Wo stehen die Worte? (an Tafel)
Die Worte stehen an der Tafel.

METHODOLOGY

Dramatize the sentences as you say them.

The teacher can show the basic spatial relationships of in, auf, and an in a stationary position (dative case) and give some examples using objects and persons in the classroom.

Draw the following cube on the board:



Get the students to explain the relationships after the teacher demonstrates them. Especially use pencil and book to show relationships. Then have the students show the relationships of objects to objects or persons to objects.

VIII. GRAMMAR

Part C METHODOLOGY (Continued)

Show the following pictures and ask questions concerning them:



Teacher: Wohin fährt Herr Krüger?
Student: Herr Krüger fährt in die Stadt.



Teacher: Wo ist Herr Krüger?
Student: Herr Krüger ist in der Stadt.



Teacher: Wohin stellt Joachim die Bücher?
Student: Joachim stellt die Bücher in den Bücherschrank. (in das Regal)

Pictures are copyrighted from these two sources:

- Buschendorf, Achim, and others. *Deutsch intensiv, Grundkurs für Ausländer*. Leipzig: VEB Verlag Enzyklopädie, 1975.
- Porz, Dr. Alexander and Hans Lindner, eds. *Deutsch, ein Lehrbuch für Ausländer, Teil 1*. Leipzig: VEB Verlag Enzyklopädie, 1970.



Teacher: Wohin legt Benno den Brief?
Student: Benno legt den Brief in den Schrank.



Teacher: Wohin stellt Monika die Blumen?
Student: Monika stellt die Blumen auf den Tisch.



Teacher: Wo stehen jetzt die Blumen?
Student: Die Blumen stehen jetzt auf dem Tisch.

VIII. GRAMMAR

Part C METHODOLOGY (Continued)



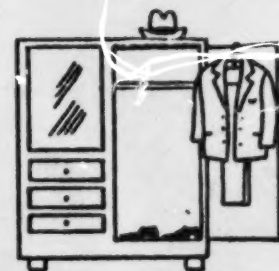
Teacher: Wohin legt Herr Schmidt den Mantel?
Student: Herr Schmidt legt den Mantel auf den Sessel.



Teacher: Wohin geht Herr Müller?
Student: Herr Müller geht an die Tür.



Teacher: Wo steht Herr Müller?
Student: Herr Müller steht an der Tür?



Teacher: Wo liegt der Hut?
Student: Der Hut liegt auf dem Schrank.

Teacher: Wo stehen die Schuhe?
Student: Die Schuhe stehen in dem Schrank.

Teacher: Wo hängt der Anzug?
Student: Der Anzug hängt an dem Schrank.



Teacher: Wo sind die Mädchen?
Student: Die Mädchen sind auf dem See.

Teacher: Wo schwimmen die Fische?
Student: Die Fische schwimmen in dem See.

Teacher: Wo steht das Haus?
Student: Das Haus steht an dem See.

VIII. GRAMMAR

LESSON CONTENT

Part D

The prepositions über (over, above, across) and unter (under, below) with the accusative and dative cases.

Die Deckenlampe hängt über dem Tisch.
Hans hängt jetzt ein Plakat über die Tür.
Monika legt die Schulbücher unter den Stuhl.
Die Schulbücher liegen jetzt unter dem Stuhl.

METHODOLOGY

(point to light)
(have student hang a poster over the door)
(have student place books underneath her chair)
(point to books)

METHODOLOGY: Show the following pictures and ask questions concerning them:



Teacher: Wohin hängt Rolf das Bild?
Student: Rolf hängt das Bild über die Liege.



Teacher: Wo hängt das Bild?
Student: Das Bild hängt über der Liege.



Teacher: Wohin stellt Hans diese Flasche?
Student: Hans stellt die Flasche unter den Tisch.



Teacher: Wo steht jetzt die Flasche?
Student: Die Flasche steht jetzt unter dem Tisch.

Teacher can make up other questions using über and unter using objects in class.

VIII. GRAMMAR

LESSON CONTENT

Part E

The prepositions vor (in front of, before) and hinter (in back of, behind) with the accusative and dative cases.

METHODOLOGY

Pick up a chair and place it in front of a table and ask:

Wohin stelle ich den Stuhl?

Call on a student to respond:

Sie stellen den Stuhl vor den Tisch.

Then ask: Wo steht der Stuhl?

Student answers:

Der Stuhl steht vor dem Tisch.

Have a student come forward and set a dictionary behind your briefcase which is lying on top of the table.
Then ask:

Wohin legt Heidi das Wörterbuch?
(hinter Aktentasche)

Ask student to respond as Heidi is laying it behind the briefcase and you are pointing behind the briefcase:

Sie legt das Wörterbuch hinter die Aktentasche.

Then ask: Wo liegt jetzt das Wörterbuch?

Student responds: Es liegt jetzt hinter der Aktentasche.

VIII. GRAMMAR

Part E METHODOLOGY (Continued)

Show the following pictures and ask questions concerning them.



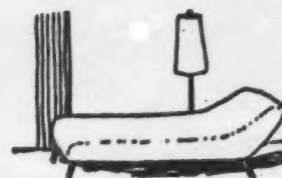
Teacher: Wohin stellen Hans und Rolf den Sessel?
Student: Hans and Rolf stellen den Sessel vor den Bücherschrank.



Teacher: Wo steht der Sessel?
Student: Der Sessel steht vor dem Bücherschrank.



Teacher: Wohin stellt Inge die Stehlampe?
Student: Sie stellt die Stehlampe hinter die Liege.



Teacher: Wo steht die Stehlampe?
Student: Die Stehlampe steht hinter der Liege.

Teacher can create other questions using vor and hinter with both cases using objects in the classroom.

VIII. GRAMMAR

LESSON CONTENT

Part F

The prepositions zwischen (between and neben (next to) with the accusative and dative cases.

METHODOLOGY

As a student is placing a chair between a table and a map ask the question:

Wohin stellt Wolfgang den Stuhl?

Student responds: Wolfgang stellt den Stuhl zwischen den Tisch und die Landkarte.

Then ask: Wo steht der Stuhl?

Response: Der Stuhl steht zwischen dem Tisch und der Landkarte.

As you lay a ruler next to your briefcase, (either right or left side) which is on the table, pose the question:

Wohin lege ich das Lineal?

Student responds: Sie legen das Lineal neben die Aktentasche.

Then ask: Wo liegt das Lineal?

Response: Es liegt neben der Aktentasche.

VIII. GRAMMAR

Part F METHODOLOGY (Continued)

Show the following pictures and ask questions concerning them:



Teacher: Wohin stellt Hans den Fernsehapparat?

Student: Hans stellt den Fernsehapparat zwischen den Bücherschrank und den Kleiderschrank.

Teacher: Wohin stellen Peter und Uwe den Bücherschrank?

Student: Peter und Uwe stellen den Bücherschrank neben das Fenster.

*Teacher: Wohin stellen Rolf und Johann den Sessel?

Student: Rolf and Johann stellen den Sessel an das Fenster.

*Bonus Question



Teacher: Wo ist die Kirche?

Student: Die Kirche ist zwischen der Schule und der Post.

Teacher: Wo ist das Hotel?

Student: Das Hotel ist neben dem Kaufhaus.

Teacher: Wo ist die Post?

Student: Die Post ist zwischen der Kirche und dem Kaufhaus.

Teacher: Wo ist das Kaufhaus?

Student: Das Kaufhaus ist zwischen der Post und dem Hotel.

Teacher: Wo ist die Schule?

Student: Die Schule ist neben der Kirche.

Teacher can be creative and make up sentences using zwischen and neben using objects in classroom.

VIII. GRAMMAR

LESSON CONTENT

Part G

Review of the dative/accusative prepositions über, unter, vor, hinter, zwischen and neben with the dative.

METHODOLOGY



Teacher: Ist der 5. Stock über oder unter dem 4. Stock?

Student: Der 5. Stock ist über dem 4. Stock.

Teacher: Wo ist der 7. Stock, über oder unter dem 8. Stock?

Student: Der 7. Stock ist unter dem 8. Stock.

Teacher: Sind Grünflächen (ist Gras) vor oder hinter allen Gebäuden?

Student: Grünflächen sind (Gras ist) vor allen Gebäuden.

Teacher: Wo liegt der Wald, vor oder hinter den Gebäuden?

Student: Der Wald liegt hinter den Gebäuden.

Teacher: Wo steht die Buchhandlung?

Student: Die Buchhandlung steht zwischen der Kaufhalle und dem Kino.

Teacher: Und wo steht die Kaufhalle?

Student: Die Kaufhalle steht neben dem Wohnhaus.

VIII. GRAMMAR

LESSON CONTENT

Review of all nine dative/accusative prepositions with dative case.

METHODOLOGY



Teacher: Wo steht die Liege?

Student: Die Liege steht hinter dem Tisch, oder die Liege steht zwischen dem Sessel und dem Bücherschrank.

Teacher: Wo steht der Tisch?

Student: Der Tisch steht vor der Liege.

Teacher: Wo steht der Sessel?

Student: Der Sessel steht rechts neben der Liege.

Teacher: Wo steht der Bücherschrank?

Student: Der Bücherschrank steht links neben der Liege.

Teacher: Wo steht das Telefon?

Student: Das Telefon steht rechts neben den Blumen.

Teacher: Wo steht das Obst?

Student: Das Obst steht auf dem Tisch.

Teacher: Wo stehen die Blumen?

Student: Sie stehen links neben dem Telefon oder unter den Gläsern.

Teacher: Wo stehen die Bücher?

Student: Sie stehen in dem Bücherschrank.

Teacher: Wo hängt die Lampe?

Student: Die Lampe hängt über dem Tisch.

Teacher: Wo hängen die Bilder?

Student: Die Bilder hängen an der Wand.

VIII. GRAMMAR

LESSON CONTENT

Part H (Continued)

METHODOLOGY



Das ist Erichs Zimmer. Erich sitzt _____ Tisch und liest
 die Zeitung. Sein Schreibtisch steht _____ Fenster.
 _____ Schreibtisch liegen einige Bücher.
 Bücherschrank stehen auch einige Bücher. _____ dem Jungen Tiegt ein
 kleiner Teppich _____ Fußboden. _____ Bücherschrank
 steht eine Flasche. Die Flasche steht _____ Glas und _____
 Platte. _____ Glas stehen Blumen und _____
 Platte stehen viele Bücher. Rechts _____ dem Jungen steht ein Radio
 und links _____ dem Jungen stehen eine Tischlampe und Bücher. Ein
 Bett steht links _____ Schreibtisch. Zwei Bilder hängen
 _____ Wand.

SENIOR HIGH
ADVANCED PLACEMENT

PREPARING TO TEACH AP OPTIONS
IN GERMAN

419-662

INSTRUCTIONAL
OBJECTIVE: This special resource section was written to help teachers understand the various advance placement options available to them and to their students and to help teachers prepare to teach an advance placement class in German.

COURSE OF STUDY
REFERENCE: P. 14

The German Advanced Placement Program of the College Board requires three to four years of language study as prerequisite to an AP course. Students, successful on the AP tests, enter the university language program at the upper division or third year level. In other AP areas of the College Board AP Program, the regular school curriculum generally serves as prerequisite work; and college credit earned is that of first year college or entry level. This fact, coupled with problems of low foreign language enrollments in upper level high school programs and a general lack of feeder programs at the junior high school level, has made implementation of the College Board AP Program in German rather difficult in Utah.

There are, however, several different options for receiving college credit during high school.

I. Options for Receiving College Credit During High School.

- A. Advance Placement Courses and Language Tests.
- B. College-level Courses Taught in the High School.
- C. University Placement Tests.
- D. College Courses Taken at the University During Senior Year.
- E. Summer School Courses Taken Before or After Senior Year.
- F. Travel-study.

II. Description of Options.

A. A Brief Description of the Advance Placement Language Exam

The test is given in the high school in May. Students who score 3 or better on the exam receive 12 hours of college credit and are placed in a 300 level course (upper division). There is a charge for the test. The AP test evaluates a skill, not facts. Reading, writing, listening, and speaking are all equally evaluated.

PREPARING TO TEACH AP OPTIONS IN GERMAN

II-A (Cont.)

The Advanced Placement Test is divided into two sections.

SECTION I

Listening

1. The student hears a series of short conversations and then answers a series of oral multiple-choice questions.
2. The student hears a rather long conversation or passage in the language then answers a series of written multiple-choice questions.

Reading

1. The student reads a number of incomplete statements for which he must select the most appropriate of four completions.
2. The student is asked to select the word or phrase that will make the sentence he reads grammatically correct.
3. The student is asked to select the part of a sentence that is incorrect in the context of the complete sentence.

SECTION II

Writing

1. The student will be asked to write the answers in German to a series of questions that will be printed in the examination booklets.
2. The student is asked to write a well organized and coherent essay on the assigned topic. It should be at least 200 words in length and the student has 50 minutes to write.

The following AP publications are available from:

College Board Publications Orders
Box 2815
Princeton, New Jersey 08541

PREPARING TO TEACH AP OPTIONS IN GERMAN

II-A (Cont.)

<u>Item number</u>	<u>Title</u>	<u>Price</u>
201365	1981 AP Course Description in German	\$4.00
254829	Set of free-response questions used in recent years	\$2.00
208948	Beginning an AP Course in German Language (Level 3)	\$2.00
208943	Beginning an AP Course in German Literature (Level 3)	\$2.00
235476	Grading the AP Examination in German Literature	\$2.00
468166	Tape recording (German Literature, Hesse lecture)	\$6.00
468185	Tape recording (German Literature, lectures, form 5, 1979)	\$6.00

B. College Level Courses Taught in the High School

Several teachers in Utah have successfully taught beginning level college courses in their own high schools. Good articulation between high school teachers and college faculties is a must. In these courses, university textbooks have been used and university tests (units, mid-term and final) have been administered. At the high school level, it may be necessary to adjust the tempo of the class. A high school class may not be able to move as rapidly as a university class. The two grades in this type of course are: a high school grade and the college grade indicated by performance on college tests especially if the students are in several AP programs.

For further information contact:

German Dept. 255 MSRB
Brigham Young University
Provo, Utah 84602
Tel. 378-2169

German Department
Provo High School
1125 North University Avenue
Provo, Utah 84601
Tel. 373-6550

PREPARING TO TEACH AP OPTIONS IN GERMAN

C. University Placement Tests

Upon entering a specific university, a student may contact the language department and request such a test. There is usually a charge for the test. In addition, if a student desires credit, he must pay for the credit. The student should discuss the details of this test with the language professors.

Foreign Language Dept.
Building 4, Room 531
Weber State College
Ogden, Utah 84408

Dept. of Languages
Orson Spencer Hall
University of Utah
Salt Lake City, Utah 84102

Dept. of Languages
Utah state University
Logan, Utah 84322

Dept. of Germanic
Languages.
Brigham Young Univ.
Provo, Utah 84602

D. College Courses Taken at the University During the Senior Year of High School

A student may take college level courses for credit during his senior year, if he can obtain a release from his high school. This takes some planning since he must also be admitted to the university.

E. Summer School Courses Taken Before or After Senior Year of High School.

A student may enroll in college courses during the summer before his senior year. Again, however, he must meet the requirements established by the various universities.

F. Travel Study

A student may receive credit by participation in travel-study programs prior to high school graduation. Better than travel programs are the "home-stay" programs where some effort is made to use the language. Home-stay, study abroad, student exchange programs are possibilities for actual language development. Perhaps some specific tasks could be assigned for credit even in the travel programs.

III. Supporting Suggestions and Activities

- A. Obtain an AP booklet through the counseling office and order specifically: Beginning an AP German Language (Level 3) Course.

PREPARING TO TEACH AP OPTIONS IN GERMAN

- B. Utilize existing materials and supplement them with other materials chosen from the teacher's personal library. Check various catalogs and get suggestions from other AP teachers. Include interesting taped materials. (NOTE: AP materials are not on the school district or the state textbook list.)
- C. Enlist the help of native speakers to assist students to build their skills in speaking. Have students record assignments on their own cassettes; assign a written composition once a week and make copies of them. Give an intensive review of grammar, and teach culture extensively.
- D. Be prepared as a professional teacher to put in extra time with your few AP students; maybe after three or four years, you will have a full class. Take extra classes or at least spend time reviewing your own background.
- E. Look into the possibility of giving the National German Examination or encourage students to take the CLEP tests, or participate in the Spring Foreign Language Fairs at universities. Sponsor an active German Club, encourage participation in the Sterling Scholar competition, encourage AP students, whenever possible, to have a foreign exchange student live with them, or be an exchange student themselves. Submit articles to the community newspaper and to the PTSA newsletter. Visibility is always useful.
- F. Keep a library of current reference books on methodology, literature, and grammar, and current texts including third year college texts.
- G. Gather information from the universities and colleges in Utah to guide the students in the transition from high school to college. Students need to know university policy in regard to credit hours earned from certain classes, scholarships available, and careers that require proficiency in German. The University of Utah has a reciprocal agreement with high schools for interlibrary loans for materials without charge for a certain length of time.
- H. Share ideas, materials, and information with other AP teachers realizing that strength is gained by communicating, sharing, and caring. The liaison person at universities should be consulted.
- I. Realize that many of your AP students work after school, are engaged in extracurricular activities, and have other AP classes. These history, English, chemistry, etc. AP classes have been in existence for some years so use wisdom and consider the work load of your students.